

Capturing the meaning of student success for all:

An introduction to the Small
Group Analysis technique

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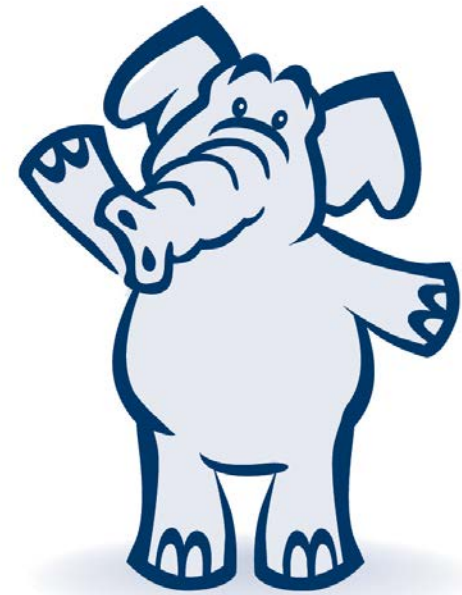


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Overview

- **CSU Fullerton Context**
- **Why student experience?**
- **Sharing your practice**
- **Small Group Analysis (SGA)**
- **What we found**
 - Data
 - Best practices
 - Unintended impact
- **SGA in action!**



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California
State
University
Fullerton



40,439

Enrolled in fall
2017

#1 in CA & **#2** in the nation
among top colleges and universities
awarding bachelor's degrees to
Hispanics.



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Why student experience?



California State University GI 2025 Website



UNDERSTAND STUDENT EXPERIENCE



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Sharing your practice

What tools do you use to assess student experience?



Go to
srs.campuslabs.com

Connect ID: 10907



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Small Group Analysis: Introduction

- Formative assessment method for teaching and learning
- Developed at Stanford, Vanderbilt and Northwestern
- Anonymous, direct feedback from students
- *Mid-term*, not end-of-term, feedback
- Intended for prompt changes on the instructor's part



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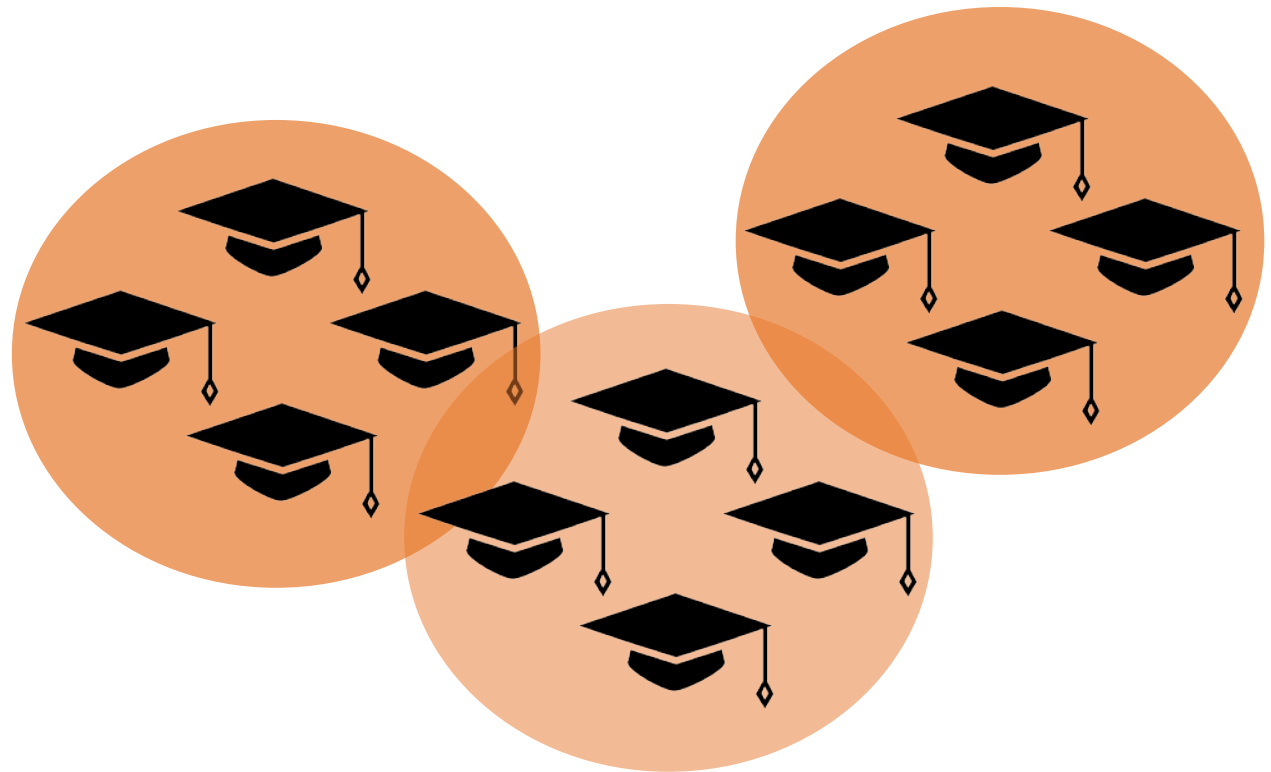
Small Group Analysis: Gauging students' feedback - Step 1



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1. Students are asked to form **small groups of 3-5 students**, depending on the number of students present.



Small
Group
Analysis:
Gauging
students'
feedback - Step 2

2 ■ Students work **individually** and through **small group discussions** to answer **3 questions**, such as:

- What aspects of this course enhance your learning?
- What aspects of this course could be improved to enhance your learning?
- What could you – as a student – do or continue to do to enhance your learning in this course?



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Small
Group
Analysis:
Gauging
students'
feedback - Step 3

3. The facilitator leads the **whole group** in a discussion of responses, seeking clarifications and identifying **consensus**.
 - The facilitator compiles both individual and group responses in a report for the instructor, which will be discussed in a confidential meeting.



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Small Group Analysis at CSUF

- **Adapting SGA to gather student experience data at CSUF**
- **Same format; Different questions:**
 - What aspects of your CSUF experience are most helpful to your success (e.g. timely graduation, academic success, personal well-being, campus connection)?
 - What aspects of your CSUF experiences do you perceive as challenges to your success?
 - What could you – as a student – do or continue to do to ensure or elevate your success at CSUF?



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Why SGA: Methodological advantages

- **Minimal logistics and resource needs:**
 - 20-30 minutes within a class period or a student event
 - 1-2 trained facilitator(s) for data collection
 - Less demand on data analysis
- **Consider representative sampling:**
 - Adequate, diverse sampling of the population of interest
 - Use existing student gatherings
- **Flexible in data analysis:**
 - Use both individual and group responses
 - Aggregate at the university level vs. Disaggregate at the student group level



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Why SGA: Community Cultural Wealth (Yosso, 2005)

6 Capitals:

- **Aspirational**
Hopes and dreams
- **Linguistic**
Language and communication skills
- **Familial**
Pre-colleges social and personal human resources
- **Social Capital**
Peers and social contacts used to gain access to college
- **Navigational**
Skills and abilities used to navigate college
- **Resistance**
Prepares students to solves problems related to equity and justice



What we found

Helpful

57%
Student Support
Services

38%
Faculty

36%
Social Support

25%
Educational
Experiences

Challenges

25%
Course availability/
scheduling

23%
Curriculum/ program

23%
Parking

22%
Financial

Strategies

33%
Engagement

31%
Time management

26%
University resources

21%
Academic persistence



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What we found: Best practices

- **Training Facilitators**
- **Methodology**
 - Ask the right questions
 - Level of specificity
- **Analysis**
 - To aggregate or disaggregate?



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Unintended Impact: Staff Development

- **More campus utilization in SGA**
 - First year experience goal setting
 - Diversity Initiatives and Resource Centers & Housing and Residential Engagement
- **More campus interest in formative and indirect assessment**



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Small Group Analysis in action

- 1.** What are some advantages for implementing SGA on your campus?
- 2.** What are some barriers for implementing SGA on your campus?
- 3.** What are strategies that you, as a student affairs professional, can use to successfully implement SGA on your campus?



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Questions

Thank you!



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